

Inspection of Tiny Treasures

Lancaster & Morecambe College, Morecambe Road, Lancaster, Lancashire LA1 2TY

Inspection date: 26 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy at the setting and benefit from secure attachments with staff. Key persons have a good knowledge of children's starting points and readily plan for their next steps in learning. Staff provide children with a rich narrative. They listen to children and respond with enthusiasm. Children and babies play with toys and resources that reflect their interests very well. There are lots of opportunities provided by staff, both indoors and outside. The managers, leaders and staff want all children to make progress. They support them to overcome barriers to learning and ensure all children feel included. Children with special educational needs (SEND) are offered an inclusive service.

Children make informed and independent choices. For example, they choose their snack and sit at the corresponding table where their choice is served. Two- and three-year-old children have a good understanding of their self-care and hygiene needs. For example, children are able to change from their indoor shoes to outdoor shoes and put on their coats swiftly and efficiently. Children are aware of the expectations staff have for their behaviour. Staff reinforce positive behaviour and children respond quickly to instructions.

What does the early years setting do well and what does it need to do better?

- Staff have a clear understanding of children's starting points and developmental needs, and use these to plan for children's next steps. The managers and staff are committed to ensuring that children with SEND receive the very best possible support at the earliest opportunity. Managers work closely with staff and external agencies to implement support to families.
- Children benefit from meaningful learning. Staff plan the environment and available activities well to provide opportunities for children to revisit their learning. For example, following on from reading stories linked to the Halloween theme, staff encourage children to recall new words they have discovered, such as potion, swoosh and witch. Children are heard repeating these words during different activities throughout the day, demonstrating excellent communication and language skills.
- Staff plan a range of exciting activities which children are encouraged to engage with. Children are aware of expectations. This is reflected positively in children's behaviour and conduct. Children have a clear understanding of behaviours expected and how negative behaviours can have an impact on others.
- Partnership working with parents is good. Parents speak positively about the nursery setting and the support they receive. They comment on how the staff and managers made adjustments for parents, especially during the COVID-19 pandemic. For example, staff supported parents by providing additional settling-in sessions for children. They also ensured parents felt reassured during this

anxious time. This helped in supporting children with their personal, social and emotional well-being. Staff communicate to parents about their children's development through an online communication tool. Parents are able to respond to comments about their child's development and share observations from home.

- Overall, managers are committed to the success of the nursery and provision for the children who attend. This has resulted in the managers taking on different roles to support and develop the nursery, staff team and different curriculum areas. However, these roles are not clearly defined to enable the leadership team to work together as efficiently as possible. For example, supervision of staff is not always completed regularly and some staff are not always clear on all areas of the curriculum intent.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a good knowledge of safeguarding processes and how to identify abuse. Staff undertake regular safeguarding training to update their knowledge and skills. They are aware of who to contact when reporting concerns about a child in their care as well as the whistle-blowing procedure to follow in the event of a concern about a member of staff. Leaders are confident in the referral process and work with the local authority to provide support for families and follow through on any advice given. Recruitment and suitability checks are robust, meaning all adults working with children are suitable to do so.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- streamline leadership and management so that those in charge have more clear and defined roles that helps to create a more cohesive team and ensures the vision for the nursery and curriculum intent is further well embedded within the staff team
- strengthen arrangements for the supervision of staff, that provides more regular and timely support, to help drive the quality of education even further and provide a clear vision for the staff.

Setting details

Unique reference number	2515646
Local authority	Lancashire
Inspection number	10206314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	96
Number of children on roll	96
Name of registered person	Tiny Treasures Nursery And Pre-School Limited
Registered person unique reference number	2515644
Telephone number	01524 36992
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Treasures registered in 2019. The nursery is open each weekday from 8am to 6pm, all year round. In total, 21 staff work at the nursery, 20 of whom hold relevant qualifications.

Information about this inspection

Inspector
Zeb Butt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions with managers and staff took place throughout the inspection.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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